

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

First Grade – Unit/Module 2 – My Family/My Community

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

In Module 2:

In this module, children will discover that their family and community are special as they read both nonfiction and fiction selections. These texts encourage readers to explore how they fit within their family and their local community. They also provide children with a sense of belonging to both their family and community.

Children will learn about the characteristics of families and communities and that communities are special places to live. The module explains how the people who live there, including family members, work together to make the community better for everyone.

Essential Question: ***What makes families and communities special?***

**Standards Covered in Current Unit/Module**

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### Related Standards and Learning Goals

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 2 – Week 1</b>	<ul style="list-style-type: none"> <li>• L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</li> <li>• L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</li> <li>• L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</li> <li>• W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</li> <li>• W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Identify characters and setting in a story</li> <li>• Identify the sequence of events in a story</li> <li>• Respond to text by drawing and writing.</li> <li>• Understand the meaning of new vocabulary</li> <li>• <b>Plan a topic for writing a descriptive essay</b></li> <li>• <b>Identify articles and adjectives</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment – Selection Quiz – <u>Dan Had a Plan</u></li> <li>• <b>Weekly Assessment – Descriptive Essay</b></li> <li>• Phonics – Floss Rule</li> <li>• Teacher Observation</li> <li>• Turn and Talks, Think Pair Share</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ myBook – <u>Kids Speak Up</u></li> <li>○ myBook – <u>Whose Hands Are These?</u></li> <li>○ myBook – <u>Dan Had a Plan</u></li> </ul> </li> <li>• Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Teacher's Guide/<b>Teaching Pal Book 1</b></li> <li>○ Get Curious Video – “Come to the Fair”</li> <li>○ myBook – <u>Kids Speak Up</u></li> <li>○ myBook – <u>Whose Hands Are These?</u></li> <li>○ myBook – <u>Dan Had a Plan</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ <b>Focal Text – <u>Nana in the City</u></b></li> <li>○ <b>Instructional Vocabulary – adjective, glossary, article, verb, explain, sensory</b></li> </ul> </li> </ul>

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	<p>opportunity to integrate climate change education.</p> <ul style="list-style-type: none"> <li>● RL.CR.1.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RI.CR.1.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>● RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</li> <li>● RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).</li> <li>● RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>● RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</li> <li>● RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</li> <li>● RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.</li> <li>● L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</li> <li>● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>		<ul style="list-style-type: none"> <li>○ Anchor Chart – Ideas and Support</li> <li>○ Reading Graphic Organizer: Ideas and Support</li> <li>○ Vocabulary Cards – Power Words: <b>help, market, mess, neighbors, sell, set</b>; Big Idea Words – <b>area, population, working</b>; Generative Vocabulary – <b>Words about places and things</b></li> <li>○ Knowledge Maps</li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Practicing adjectives and articles</li> <li>○ Practicing descriptive writing and adding sensory details</li> <li>○ Several grammar and writing activities including: <b>USING ADJECTIVES AND ARTICLES</b></li> <li>○ Review adjectives, being sure to point out that they can describe size and shape. Then remind children that a, an, and the are special adjectives called articles. Say: Remember that when we speak and write, we use adjectives to describe size and shape. We also use the article the to describe a specific noun and the articles a and an to describe unspecific nouns. Let's identify adjectives for shape and size and articles in these sentences. I DO – Model identifying an adjective for children, pointing it out as you discuss. Say: The sentence is We cleaned up the small park. The words the and small is an adjective. It describes the size of the park. WE DO – Work with children to identify the article in this sentence: Our class went to an aquarium. Together, say the article. (an) Ask: Does the article an describe size, shape, an unspecific noun, or a specific noun? (unspecific noun) Discuss how you know. YOU DO 00 Next, have children identify the article in this sentence: The schools are closed today. (The) Ask: Does the article the</li> </ul> </li> </ul>
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			<p>describe size, shape, an unspecific noun, or a specific noun? (specific noun) Discuss how they know. Repeat with the remaining sentences. Connect to Texts If children are ready, have them identify the articles</p> <p>and adjectives for size or shape in a decodable text, in Nana in the City, or in their myBook.</p> <ul style="list-style-type: none"> <li>○ DAILY WRITE – Prompt children to write a sentence with an article and an adjective for size or shape. Have them underline the article and circle the adjective.</li> <li>○</li> </ul>
<b>Module 2 – Week 1</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation **</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text.</li> <li>○ Reader’s Theater – Preview Readers’ Theater 2 – “Help Find Bud,” and assign parts to mixed-ability groups of five children. The part of the “nurse” is ideal for struggling readers, while the part of “mom” should be read by a proficient reader.</li> <li>○ Writing Corner – Review adjectives and articles; Provide sentence stems for practice.</li> <li>○ Research/Inquiry Project – Have groups work on the module project: “Community News”; Remind children that their focus this week is to set a goal and gather information about how different places add to their community and what people might do in those places.</li> </ul>		
<b>Module 2– Week 2</b>	<ul style="list-style-type: none"> <li>● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identity text features in a non fiction text</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud Book – <u>Maybe Something Beautiful</u></li> <li>○ myBook – <u>On the Map</u></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</li> <li>• L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</li> <li>• W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</li> <li>• W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education.</li> <li>• RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>• RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>• RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</li> <li>• L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</li> <li>• 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Draft a descriptive essay</b></li> <li>• <b>Use adjectives to describe color and number</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment – Selection Quiz – <u>On the Map; Places in My Neighborhood</u></li> <li>• Weekly Assessment – Descriptive Essay</li> <li>• Teacher Observation</li> <li>• Turn and Talks, Think Pair Share</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>○ myBook – <u>Places in My Neighborhood</u></li> <li>• Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Teacher's Guide</li> <li>○ Read Aloud Book – <u>Maybe Something Beautiful</u></li> <li>○ myBook – <u>On the Map</u></li> <li>○ myBook – <u>Places in My Neighborhood</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ <b>Focal Text – <u>Nana in the City</u></b></li> <li>○ <b>Instructional Vocabulary – adjective, subject, noun, pronoun</b></li> <li>○ Anchor Chart – Story Structure</li> <li>○ Reading Graphic Organizer: Story Structure</li> <li>○ Vocabulary Cards – Power Words: <b><i>clinic, community, map, places, purpose, town;</i></b> Big Idea Words – <b><i>challenge, emotions, friendship;</i></b> Generative Vocabulary – <b><i>Words about places and things</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Drafting a Descriptive Essay – Using Sensory Words</li> <li>○ Revising</li> <li>○ Grammar – Using adjectives for color, numbers</li> <li>○ Grammar – Review subject pronouns</li> <li>○ Several grammar and writing activities including: <ul style="list-style-type: none"> <li>○ I DO – Model identifying an adjective for children, pointing it out as you discuss. Say: The sentence is The post office is blue. The word blue is the adjective in this sentence. It describes the color of the post office.</li> <li>○ WE DO – Work with children to identify the adjective in</li> </ul> </li> </ul> </li> </ul>
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			<p>this sentence: Yes, one vote matters! Together, say the adjective. (one) Ask: What type of adjective is the word one in this sentence? (It is an adjective of number.) Discuss how you know.</p> <ul style="list-style-type: none"> <li>○ YOU DO – Next, have children identify the adjective in this sentence: We have ten stores on that street. (ten) Ask: What type of adjective is the word ten in this sentence? (It is an adjective of number.) Discuss how they know. Repeat with the remaining sentences.</li> <li>○ Connect to Texts If children are ready, have them identify adjectives in a decodable text, in Nana in the City, or in their myBook.</li> <li>○ <b>DAILY WRITE</b> – Prompt children to write a sentence with an adjective for color or number. Have them underline the adjective.</li> <li>○</li> </ul>
<b>Module 2 – Week 2</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text.</li> <li>○ Reader’s Theater – Preview Readers’ Theater 2 – “Help Find Bud” Ask them to think of props to use, such as cat ears and whiskers; Point out the importance of reading with accuracy. Encourage children to identify unfamiliar words in the script. Point out the importance of using expression when speaking.</li> <li>○ <b>Writing Corner</b> – Review adjectives to describe colors and number; Provide sentence stems for practice.</li> <li>○ Research/Inquiry Project – Have groups work on the module project: “Community News” profiles; Remind children that their focus this week is to take action and develop ideas about a place in the community.</li> </ul>		

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<p><b>Module 2 – Week 3 **</b></p>	<ul style="list-style-type: none"> <li>• L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</li> <li>• L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</li> <li>• L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</li> <li>• W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</li> <li>• W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education.</li> <li>• RL.CR.1.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>• RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>• RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</li> <li>• 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Identify the sequence of events in a story</li> <li>• Ask and Answer questions to understand the plot and events in a story.</li> <li>• Respond to text by drawing and writing.</li> <li>• Understand the meaning of new vocabulary</li> <li>• <b>Revise a descriptive essay</b></li> <li>• <b>Practice capitalization, using adjectives and articles, and writing complete sentences</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment – Selection Quiz – <u>Who Put the Cookies in the Cookie Jar?</u></li> <li>• Teacher Observation</li> <li>• Turn and Talks, Think Pair Share</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul> <p><b>Summative Assessment: Module Assessment</b></p>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Read Aloud Book – <u>Abulea</u></li> <li>○ myBook – <u>Who Put the Cookies in the Cookie Jar?</u></li> <li>○ myBook – <u>Curious About Jobs</u></li> </ul> </li> <li>• Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Teacher’s Guide</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud Book – <u>Abulea</u></li> <li>○ myBook – <u>Who Put the Cookies in the Cookie Jar?</u></li> <li>○ myBook – <u>Curious About Jobs</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ <b>Focal Text – <u>Nana in the City</u></b></li> <li>○ <b>Instructional Vocabulary – sentence, adjective, article,</b></li> <li>○ Anchor Chart – Characters</li> <li>○ Reading Graphic Organizer: Characters</li> <li>○ Vocabulary Cards – Power Words: <b><i>against, churn, close, docked, drive, harbor, heal, pointing, spoon, stock, unload;</i></b> Big Idea Words – <b><i>challenge, emotions, friendship;</i></b> Generative Vocabulary – <b><i>Words about Actions and Directions</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Revising descriptive essay – capitalization</li> <li>○ Grammar – Using adjectives and articles; using complete sentences</li> <li>○ Several grammar and writing activities including:</li> </ul> </li> </ul>
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	challenges that are inherent in living in an interconnected world.		<ul style="list-style-type: none"> <li>○ I DO – Model identifying whether a group of words is a complete sentence, pointing it out as you discuss. Say: The group of words is The school has a gym. This group of words is a complete sentence. It expresses a complete thought. It starts with a capital letter and ends with a period.</li> <li>○ WE DO – Work with children to identify whether the next word group is a complete sentence: a bird's nest. (This is not a complete sentence.) Discuss how you know.</li> <li>○ YOU DO Next, have children identify whether the next group of words is a complete sentence: The cars are honking and zooming. (This is a complete sentence.) Discuss how they know. Repeat with the remaining sentences.</li> <li>○ Connect to Texts If children are ready, have them identify complete sentences in a decodable text, in Nana in the City, or in their myBook.</li> <li>○ <b>DAILY WRITE</b> – prompt children to write a complete sentence. Have them mark the parts of their complete sentence (underline the initial capital letter; box the end punctuation; circle who or what the sentence is about) and to make sure the rest of the words in the sentence are in order.</li> </ul>
<b>Module 2 – Week 3</b>	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> </ul>		



## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

- Language Graphic Organizer

### Small Group/Differentiation – Activities

- Cloze Reading
- Choral Reading
- Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text.
- Reader’s Theater – Have children read Readers’ Theater 2 – “Help Find Bud.” Remind them to pay attention to reading the script with accuracy. Encourage them to self-correct while reading.
- Writing Corner – Review adjectives to describe colors and number; Provide sentence stems for practice.
- Research/Inquiry Project – Have groups work on the module project: “Community News”; Remind children that their focus this week is to reflect on and then practice and present their video or presentation about a place in their community.

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)